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ABSTRACT

During the fall 1973 semester, a sample of University of Southern California (USC) faculty affiliated with schools that offer both graduate and undergraduate programs completed a confidential questionnaire covering a broad range of topics regarding their relationship to the university. Using factor analysis, the responses of selected questionnaire items were combined to measure the amount of interest the faculty member has in four areas of professional activity: administration, performance, research, and teaching. An analysis was made of the relationship of the four interest measures to faculty perceptions of USC and their opinions on USC policies and practices. There was a consensus across all four interest dimensions in the extent of agreement with the university's academic goals and directions. Some differences in the perceptions of faculty status and experiences at USC are associated with relative amounts of interest in the four areas. It is concluded that programs assuming stereotypic behavior from a categorization of faculty (e.g., the "scholar" or the "teacher") are unlikely to be effective. (Author/LBH)

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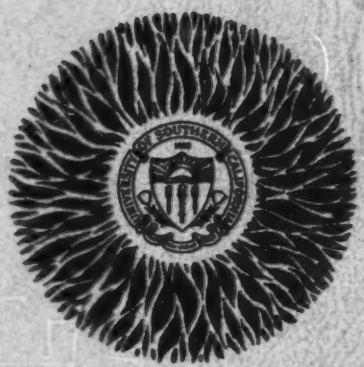

# OFFICE OF INSTITUTIONAL STUDIES

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# FACULTY PROFESSIONAL INTERESTS

by

Rosemary Cliff

Office of Institutional Studies
University of Southern California
April 1975

Contents


| | Page |
|---|---|
| Summary | iii |
| Introduction | 1 |
| Procedure | 2 |
| Selection of Sample | 3 |
| Data Collection | 4 |
| Analyses | 5 |
| Computation of Interest Scores | 5 |
| Design | 9 |
| Results | 11 |
| Personal Characteristics | 11 |
| Institutional Interrelationships | 13 |
| Personal Interactions | 13 |
| Loyalties and Influences | 15 |
| Academic Directions | 17 |
| Academic Schedule | 19 |
| Personnel Practices | 21 |
| Individual Satisfactions and Aggravations | 23 |
| Evaluations and Predictions | 24 |
| Services, Supplies and Facilities | 29 |
| Perceived Values, Contributions and Rewards | 29 |
| Incentives to Accept Another Position | 33 |
| Satisfaction with Oneself | 35 |
| Conclusions | 37 |
| References | 39 |

Tables


| No. | | Page |
|---|---|---|
| 1 | Interest Score Variables | 6 |
| 2 | Item 1 Responses and Correlations | 8 |
| 3 | Faculty with Above and Below Average Research and Teaching Interest | 8 |
| 4 | Interest Group Dichotomies | 9 |
| 5 | Personal Characteristics | 10 |
| 6 | Personal Interactions | 12 |
| 7 | Sources of Professional Obligations | 14 |
| 8 | Sources of Influence | 16 |
| 9 | Academic Directions | 18 |
| 10 | Preferred Academic Schedule | 19 |
| 11 | Personnel Practices | 20 |
| 12 | Personnel Proposals | 22 |
| 13 | Evaluations of Departments | 24 |
| 14 | Evaluations and Predictions | 25 |
| 15 | Faculty Prospects | 26 |
| 16 | Services, Supplies, and Facilities | 28 |
| 17 | Perceived Values, Contributions and Rewards (Items) | 30 |
| 18 | Perceived Values, Contributions and Rewards (Responses) | 31 |
| 19 | Incentives to Accept Another Position | 32 |
| 20 | Satisfaction with Oneself | 34 |

FACULTY PROFESSIONAL INTERESTS

Summary

During the Fall 1973 semester, a sample of USC faculty affiliated with schools that offer both graduate and undergraduate programs completed a confidential questionnaire covering a broad range of topics regarding their relationship to the University. Using factor analysis, the responses of selected questionnaire items were combined to measure the amount of interest the faculty member has in four areas of professional activity: Administration, Performance, Research and Teaching. An analysis was made of the relationship of the four interest measures to faculty perceptions of USC and their opinions on USC policies and practices.

There is a consensus across all four interest dimensions in the extent of agreement with the University's academic goals and directions. Some differences in the perceptions of faculty status and experiences at USC are associated with relative amounts of interest in the four areas. Insofar as the four interests are not mutually exclusive within the individual and may not remain stable over time, programs that assume stereotyped behavior from a categorization of faculty (e.g. the "scholar", the "teacher") are unlikely to be effective.

## FACULTY PROFESSIONAL INTERESTS

### Introduction

The tendency of the human mind to organize and catalog data has resulted in the development of a concept stereotyping university faculty as either "teachers" or "researchers". Although a few universities formalize such a distinction, most university faculty are expected to perform both functions. A third traditional faculty function is participation in academic administration. In addition, many faculty pursue professional activity that may appropriately be referred to as "performance" - the use of professional knowledge to solve a problem, to devise a procedure, or to create something, e.g., music, a painting, a building, etc. Each of these four functions - Administration, Performance, Research, Teaching - may serve as a career focus for faculty, who may be expected to have varying degrees of interest in each of the four areas. This study is designed to explore the validity of the faculty sterotypes that have developed and to examine the extent to which they correlate with attitudes and behavior.

## Procedure [1]

A confidential questionnaire was constructed covering a broad range of topics regarding the faculty's relationship with the University. The items ask the faculty to describe their professional interests, values and orientation and to indicate their satisfaction with their working conditions, with USC, and with themselves. Faculty opinions and attitudes are elicited on specific issues of current and/or continuing concern to faculty and administration.

### Selection of Sample

The population to be surveyed was defined as faculty with the rank of assistant professor or above, whose duties are primarily instructional and who are affiliated with schools that offer both graduate and undergraduate programs. Department chairpersons were included; individuals whose duties are primarily administrative were not. The sample was drawn from a 1971-72 listing of faculty by department within the following academic units: Architecture and Fine Arts; Business; Engineering; Letters, Arts and Sciences; and Performing Arts. An initial selection of every other individual was made. The names of individuals not at USC for the 1973-74 year were discarded; additional individuals were selected or omitted at random to achieve a distribution sample equal to 40% of the number of 1973-74 faculty in each department and school. Thus the sample consists of 239 regular instructional faculty who had had a minimum of two years experience at USC.

[1]The data presented here are part of a large study reported in reference 1.

Data Collection

The questionnaires were placed in the campus mail November 9, 1973. One-third of the recipients had returned the questionnaire by November 19th, the Monday before the Thanksgiving holidays, when a reminder notice was mailed. On December 5th a second questionnaire was sent to those who had not yet responded, 40% of the original sample. Data Collection was terminated on December 28th with 77% of the original sample accounted for.

Each questionnaire was given a code number that would enable sub-analyses based on rank, age, etc., without asking on the questionnaire itself for data that might identify the respondent. The computer card containing the personal data, which was obtained from administrative records, was identified only by that code number. The code sheet linking number and name was destroyed prior to analyses. The instructions suggested that the faculty omit any item that they did not want to answer, but asked that they return the questionnaire even if it was completely blank.

Because of the sensitive nature of some of the questions and difficulty of answering others, a few complaints and protests were registered. Sixteen individuals (7% of the sample) returned unanswered questionnaires or asked Institutional Studies to remove their name from the sample. Most offered no explanation, but the two reasons cited above and "lack of time" were mentioned. Five individuals preferred to respond with absolute anonymity and removed the code number. Their responses are included in the analyses whenever possible. A total of 167 completed questionnaires (70% of the original sample) were returned. Chi-square analyses of fourteen elements of the data obtained from administrative records revealed no significant differences between the respondents and non-respondents on age, sex, tenure, years at USC, rank and salary history, school of appointment, etc.

## Analyses

The first questionnaire item (shown in Table 1) defined the four areas of professional activities: Administration, Performance, Research, Teaching. The faculty were asked to rate, on a seven point scale, the amount of interest they have in each. From the responses to all of the items shown in Table 1, four scores were computed for each individual to represent the amount of interest he or she has in each of the four areas. The Interest scores are independent, that is, a high Interest score in one area neither precludes nor requires an equally high score in the other areas.

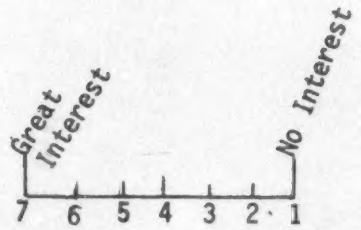
### Computation of Interest Scores

The questionnaires of individuals who failed to respond to each of the four sections of Item 1 were discarded, reducing the sample to 152. Missing responses for the remaining variables to be factored were replaced with the mean response of the total sample. An initial correlation matrix was computed for all sections of Items 1, 7, 10, 15 and 17. By inspection, the variables shown in Table 1 were retained for a principal component analysis. With a communality estimate of 1.0, the first four factors extracted account for 21%, 14%, 10% and 9% of the variance of the correlation matrix, a total of 54.6%. The additional factors accounted for 7% or less of the remaining variance. The four largest factors were rotated by the varimax procedure. Factor score coefficients were used to weight the variable responses to obtain the four Interest scores. Although the independence of the Interest scores is a result of the statistical technique, the intercorrelations of the four sections of Item 1 (Table 2) demonstrate the validity of the requirement. Interest in Performance and Teaching have a low positive relationship with Administrative interest. No other correlation is significantly different from zero.

TABLE 1

Interest Score Variables

1. How much interest do you have in each of the four aspects of professional activity described below?




a. Administration - development and establishment of academic policies, practices, programs. . . . .

b. Performance - use of professional skills to solve a problem, to devise a procedure, or to create something, e.g., music, a painting, building, etc. . . . . 7 6 5 4 3 2 1

c. Research - participation in specific projects that include the collection, organization and analyses of data for the advancement of knowledge . . . . . 7 6 5 4 3 2 1

d. Teaching - the training and education of students including direction of student research and advisement . . . . . 7 6 5 4 3 2 1

Responses to Items 6 and 7

| | |
|---|---|
| 4 | Well above average |
| 3 | Slightly above average |
| 2 | Slightly below average |
| 1 | Well below average |

6. Using the measure appropriate to your discipline, how would you classify the amount of your scholarly productivity in the past two years relative to:

a. faculty in your department. .4 3 2 1
b. faculty of your school. . . .4 3 2 1
c. peers in your discipline. . .4 3 2 1

7. How would you rate yourself as a teacher for:

undergraduate classes . . . 4 3 2 1
graduate classes. . . . . 4 3 2 1
individual instruction. . . 4 3 2 1

10. What is your opinion of the amount of emphasis put on the publications and teaching ability in determining rank and salary within your department and school and the University?

Responses

| | |
|---|---|
| 3 | Too much emphasis |
| 2 | About the right emphasis |
| 1 | Too little emphasis |

a. Publications

Department. . . . . 3 2 1
School. . . . . 3 2 1
USC . . . . . 3 2 1

b. Teaching Ability

Department. . . . . 3 2 1
School. . . . . 3 2 1
USC . . . . . 3 2 1

TABLE 1 (continued)

15. Please indicate the degree of interest you would have in holding the following university positions (not necessarily at USC).

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| a. Department chairman | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| b. Dean of an academic unit. | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| Vice-President. | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| c. President | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

17. The statements below express opinions with which some faculty will agree and others will disagree. Please indicate your opinion.

Responses

| | |
|---|---|
| 4 Strongly Agree | 2 Tend to Disagree |
| 3 Tend to Agree | 1 Strongly Disagree |

| | | | | |
|---|---|---|---|---|
| a. The dominant need in my field is for the application and utilization of existing knowledge rather than discovery of new knowledge | 4 | 3 | 2 | 1 |
| b. Faculty without professional contacts outside the university world tend to become unrealistic and esoteric. | 4 | 3 | 2 | 1 |
| c. The translation of my theoretical knowledge into a completed product or program is a very exciting accomplishment | 4 | 3 | 2 | 1 |
| d. My primary obligation to USC is to do a good job of teaching my classes | 4 | 3 | 2 | 1 |
| e. Teaching effectiveness, not publications, should be the primary basis for faculty promotion | 4 | 3 | 2 | 1 |

TABLE 2

Item 1 Responses and Correlations

| 1. How much interest do you have in each of the four aspects of professional activity described below? | Percent Giving Each Response | | | | | | |
|---|---|---|---|---|---|---|---|
| | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| a. Administration - development and establishment of academic policies, practices, programs. . . . . | 17 | 11 | 15 | 22 | 15 | 13 | 7 |
| b. Performance - use of professional skills to solve a problem, to devise a procedure, or to create something, e.g., music, a painting, building, etc. | 40 | 18 | 10 | 12 | 7 | 9 | 4 |
| c. Research - participation in specific projects that include the collection, organization and analyses of data for the advancement of knowledge. . . . . | 57 | 21 | 10 | 7 | 5 | 0 | 0 |
| d. Teaching - the training and education of students including direction of student research and advisement. . . . . | 62 | 18 | 12 | 7 | 1 | 0 | 0 |

Item 1 Intercorrelations

| | 1a | 1b | 1c | 1d |
|---|---|---|---|---|
| 1a | -- | | | |
| 1b | .19* | -- | | |
| 1c | .06 | -.08 | | |
| 1d | .18* | .13 | .04 | -- |
| average response | 4.3 | 5.3 | 6.2 | 6.4 |

*The correlations differ from zero at the .05 level of significance.

TABLE 3

Faculty with Above and Below Average Teaching and Research Interests

| | Teaching Interest | | |
|---|---|---|---|
| Research Interest | Below Average | Above Average | Total |
| Below Average | 34 (22%) | 37 (24%) | 71 ( 47%) |
| Above Average | 40 (26%) | 41 (27%) | 81 ( 53%) |
| TOTAL | 74 (49%) | 78 (51%) | 152 (100%) |

It is tempting for the mind to slip into the mode of thinking that professional interests are mutually exclusive. Table 3 illustrates the fallacy of that thinking by showing a four-way division of the respondents on two of the dimensions. Dichotomizing at the mean of each interest results in classifying 22% of the sample as having a below average interest in both Teaching and Research and 27% having an above average interest in both. Twenty-six percent have an above average interest in Research and a below average interest in Teaching; for the remaining 24% the relative interests are reversed. Similar proportions would be obtained by any other pairing of four interests.

Design

The average score of each Interest scale was used to divide the sample into four dichotomies (Table 4). An examination was made of selected questionnaire items not used to compute the Interest scores to determine whether or not faculty with an above average interest in one type of professional activity differ in their experiences and beliefs from those who have a below average degree of interest in that area.

TABLE 4

Interest Group Dichotomies

| Interest | Above Average | Below Average | Total |
|---|---|---|---|
| Administration | 88 (58%) | 64 (42%) | 152 |
| Performance | 66 (43%) | 86 (57%) | 152 |
| Research | 71 (47%) | 81 (53%) | 152 |
| Teaching | 74 (49%) | 78 (51%) | 152 |

TABLE 5

Personal Characteristics

| | | Average Interest Scores | | | |
|---|---|---|---|---|---|
| Sex | n | A | P | R | T |
| Female | 11 | 52 | 49 | 51 | 56 |
| Male | 137 | 50 | 50 | 50 | 49 |
| TOTAL | 148 | 50 | 50 | 50 | 50* |
| Age | n | A | P | R | T |
| -29 | 7 | 56 | 49 | 49 | 42 |
| 30-39 | 63 | 49 | 49 | 51 | 50 |
| 40-49 | 36 | 50 | 52 | 50 | 49 |
| 50-59 | 30 | 51 | 49 | 48 | 50 |
| 60- | 12 | 47 | 55 | 51 | 57 |
| TOTAL | 148 | 50 | 50 | 50 | 50* |
| Rank | n | A | P | R | T |
| Assistant | 53 | 51 | 50 | 48 | 51 |
| Associate | 44 | 49 | 50 | 49 | 50 |
| Professor | 51 | 49 | 50 | 54 | 49 |
| TOTAL | 148 | 50 | 50 | 50* | 50 |
| Faculty Unit | n | A | P | R | T |
| Arts+ | 19 | 49 | 53 | 50 | 54 |
| Business | 23 | 48 | 56 | 49 | 49 |
| Engineering | 26 | 52 | 51 | 49 | 48 |
| Humanities | 19 | 52 | 50 | 51 | 50 |
| Natural Science | 26 | 47 | 45 | 50 | 51 |
| Social Science | 35 | 50 | 48 | 52 | 49 |
| TOTAL | 148 | 50 | 50* | 50 | 50 |

| | Correlations | | | |
|---|---|---|---|---|
| Variable | A | P | R | T |
| Age | -.04 | .10 | -.06 | -.16** |
| Salary Increase Percentage | -.02 | .08 | .14** | -.01 |

+Performing Arts and Architecture and Fine Arts

*Average scores differ at the .05 level of significance

**Correlations differ from zero at .05 level

## RESULTS

### Personal Characteristics

The average Interest scores of the faculty stratified by sex, age, rank and unit are shown in Table 5.

With only 11 women in the sample, the findings related to sex must be viewed with caution, but do indicate support for the belief that on the average, women are more interested than men in teaching. There is, however, no difference found in amount of interest in research, suggesting that explanations of possible differences in research productivity must be sought elsewere.

The categorization by age resulted in a high Teaching score for faculty aged sixty or more and a low Teaching interest for the ones under thirty. The Pearson correlation coefficient (a more sensitive statistic) shows a statistically significant, but modest linear relation ($r = .16$). The Pearson r between age and Research interest is approximately zero. In neither instance did a visual inspection of the scattergrams suggest curvilinearity. Academic rank, which is confounded with age, shows the full professors more interested in Research than the assistant professors, but no differences in their Teaching, Performance or Administration interests.

The only differences noted among faculty units were lower Performance interest scores of the three LAS divisions in comparison with the professional schools. Salary increase percentage shows a mild positive ($r = .14$) correlation with Research interest, but has no relation to the other interest scores.

TABLE 6

Personal Interactions

2. What forms of personal contact have you had in the past year with the administrative officers listed below? Circle all that apply.

Responses

| | |
|---|---|
| 5 | A telephone conversation |
| 4 | An informal face-to-face conversation |
| 3 | A formal meeting alone or in a small group |
| 2 | Participation on the same committee |
| 1 | A written personal communication |

| Percent reporting one or more contact with: | Teaching Lo | Teaching Hi | Research Lo | Research Hi | Total Sample |
|---|---|---|---|---|---|
| President Hubbard . . . . | 32% | 20% | 17%* | 35% | 26% |
| Any Vice-President. . . . | 66%* | 49% | 52% | 62% | 57% |
| The Dean of your School . | 88%* | 73% | 75% | 85% | 80% |

*Differences between Hi and Lo groups are significant

13. How often do you experience the following types of personal interaction with other faculty in your department?

| | Average Ratings Arts | Bus | Eng | Hum | N.Sci | S.Sci | TOTAL |
|---|---|---|---|---|---|---|---|
| Professional | | | | | | | |
| Collaboration on projects | 3.3 | 2.9 | 4.1 | 3.0 | 3.7 | 3.4 | 3.4 |
| Informal consultations | 4.8 | 3.8 | 4.8 | 4.5 | 4.6 | 4.2 | 4.4 |
| Social | | | | | | | |
| Informal casual fellowship | 5.3 | 4.5 | 5.9 | 5.7 | 5.1 | 4.9 | 5.4* |
| Parties, other social events | 2.7 | 2.5 | 2.6 | 4.0 | 2.9 | 3.0 | 2.9* |
| Social gatherings with students | 2.8 | 2.4 | 2.4 | 3.2 | 3.2 | 2.8 | 2.8 |

*Average ratings of faculty units differ at the .05 level of significance

## Institutional Interrelationships

### Personal Interactions

Although one would expect that interest in Administration would be related to frequency of contact with the university officers, it is the teaching and research dimensions that appear to affect that behavior. Where differences occur, it is the faculty with an above average interest in Research and/or those with a below average interest in Teaching who have occasion to be in contact with top administrative officers (See Table 6). There appears to be little in the demands of teaching or research to necessitate such contacts, so one must conclude that the dimensions studied here are not the relevant variables. No differences between the above and below average groups of any of the four interest dimensions were found in the extent of agreement or disagreement with the attitudial statement "The Deans and Vice Presidents are becoming increasingly isolated from the faculty".

The Interest dimensions also fail to explain variations in types and frequency of interactions with other faculty within the department. As shown in Table 6 some differences are related to school/division affiliation and are probably specific to the department.

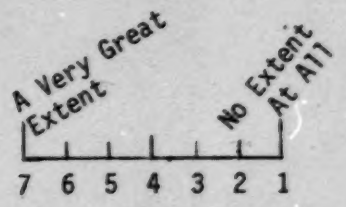
TABLE 7

Sources of Professional Obligations

3. In general, do you usually think of yourself primarily as a member of your:

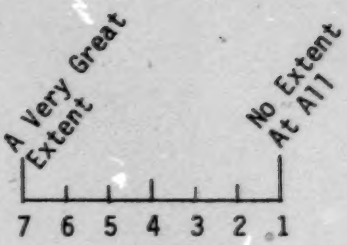
| | |
|---|---|
| university | 22% |
| department or school | 39% |
| discipline | 39% |

14. To what extent do you feel a loyalty and commitment to each of the units listed below.




| | Average Ratings |
|---|---|
| Your department | 5.5 |
| Your school | 4.4 |
| The university | 4.8 |

16. Please indicate the extent to which you feel a sense of obligation for effective professional service to each of the groups listed below.




| | Average Rating |
|---|---|
| Students in your class | 6.5 |
| Faculty in your department | 5.9 |
| Colleagues in your field elsewhere | 5.5 |
| Total USC faculty | 4.4 |
| The greater Los Angeles Community | 4.0 |
| USC administrative officers | 3.9 |
| USC alumni and support groups | 3.2 |
| USC Board of Trustees | 3.0 |

## Loyalties and Influences

In The Confidence Crisis, Dressel, et al.[2] found behavioral and attitudinal differences associated with responses to the question, "Do you usually think of yourself primarily as a member of your (a) university, (b) department or school, or (c) discipline?" He found that the faculty members with a university orientation "valued undergraduate instruction, applied research and service to business and industry much more than did faculty with disciplinary orientations." Twenty-two percent of the USC faculty selected the "university" response; the "department or school" and "discipline" alternatives were each selected by 30%. No differences related to the responses were found for any of the four interest scores.

A similar item (see Table 7) asking for direct ratings of the extent to which the faculty feel a loyalty and commitment to their (a) department, (b) school and (c) the university also found the interest groups in agreement in ranking the department first, the university second and the school third. The faculty with an above average interest in Administration gave the university a slightly higher rating than did those with below average Administrative interest, but the ordering of the three alternatives remained the same.

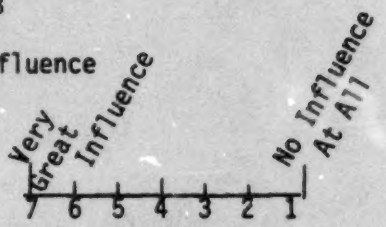
Focusing on groups of individuals rather than administrative units, Item 16 asked the faculty to rate the extent to which they feel a sense of obligation for effective professional service to each of the eight groups listed. Again, despite some minor variations that never exceed .5 on a 7- point scale, relative amount of interest in the four Interest areas did not affect the final ranking shown in Table 7.

[2]Reference 2(p.64)

TABLE 8

Sources of Influence

In general, how much influence do each of the following have over what goes on in your department?




| | Average Rating |
|---|---|
| Department chairperson | 6.0 |
| The Dean of the school | 5.5 |
| Department faculty as a whole | 5.0 |
| A department executive committee | 4.6 |
| Vice-Presidents | 4.1 |
| Graduate students | 3.9 |
| Granting Agencies | 3.7 |
| University president | 3.6 |
| National accrediting groups | 3.1 |
| Undergraduate students | 3.1 |
| University committees | 3.1 |
| USC support groups | 2.6 |

Interest Groups

| Average Rating | Administration Lo | Administration Hi | Teaching Lo | Teaching Hi | Research Lo | Research Hi |
|---|---|---|---|---|---|---|
| 6.2 | | C | | C | | |
| 6.0 | | | | | C | C |
| 5.8 | C | | C | | | |
| | | | | D | | D |
| 5.6 | | D | | | | |
| 5.4 | D | | D | | | |
| | | | | | D | |
| 5.2 | F | | | | | |
| 5.0 | | | F | | F | F |
| | | | | F | | |
| 4.8 | | | | E | | |
| | | E,F | | | | E |
| 4.6 | E | | | | E | |
| 4.4 | | | E | | | VP |
| 4.2 | | | | | | |
| | VP | VP | VP | VP | | |
| 4.0 | | | | | | |
| 3.8 | | | | | | |
| 3.6 | | | | | VP | |

C = Chairperson
D = Dean
F = Department Faculty
E = Executive Committe
VP = Vice President

Unlike the previous three items, which relate to influences within the individual, Item 30 (Table 8) seeks to identify sources of external influence on department affairs. As reported elsewhere, for an expanded sample that included faculty of the graduate-professional schools, the most important factor affecting these ratings was the school or division with which respondents were affiliated. The lower portion of Table 8 reveals some interesting perceptions related to three of the Interest dimensions. Faculty with an above average interest in Administration differ from those with a below average interest in assigning relatively more influence to the department chairperson and less influence to the department faculty. The same pattern appears when the respondents are dichotomized on the basis of their Teaching interest. On the Research dimension, the two groups agree on the influence ratings of the chairperson and the faculty, but differ on those of the Dean and the Vice Presidents with the above average Research interest group perceiving greater influence from those sources.

## Academic Directions

Despite the observed differences in perceived influences, little or no differences were noted in the opinions expressed on specific academic issues by the interest dichotomies. As also shown in Table 9, the faculty with an above average interest in Research are more likely to have major reservations about departmental goals, but are less likely than those with less Research interest to select the negative responses.

TABLE 9

Academic Directions

26. Please indicate your opinion on the following issues which have been proposed or discussed.

Responses

| | |
|---|---|
| 4 Strongly Approve | 2 Disapprove with Reservations |
| 3 Approve with Reservations | 1 Strongly Disapprove |

| | Percent Giving Each Response | | | |
|---|---|---|---|---|
| | 4 | 3 | 2 | 1 |
| Sharing of faculty and facilities with other academic and research institutions | 48 | 43 | 6 | 3 |
| Increased emphasis, in research and education, on the urban environment | 14 | 51 | 26 | 9 |
| Expansion of international programs and activities | 27 | 43 | 24 | 5 |
| Increased development of multi-disciplinary centers | 27 | 45 | 21 | 6 |
| Increased emphasis on employment-focused education | 6 | 43 | 40 | 11 |

8. Are you in agreement with the present goals and directions of your department?

| Responses | Research Interest Lo | Hi | Total |
|---|---|---|---|
| Yes, almost completely | 39% | 25% | 32% |
| Yes, with some major reservations | 35% | 58% | 47% |
| No, not for the most part | 23% | 13% | 18% |
| No, not at all | 3% | 4% | 3% |

## Academic Schedule

The faculty were asked to state their preference among four alternative academic schedules. As reported elsewhere and repeated in Table 10, differences were found among the faculty units. It was hypothesized that the faculty with a high interest in Performance and/or Research, being more project-oriented, would prefer the trimester, which offers the largest continuous block of time without teaching activities. The contrary appears to be true for Performance groups, where the trimester is less popular than either the current schedule or the 4-1-4. Relative amount of interest in Research, Teaching and Administration was not related to preferred schedule.

### TABLE 10

### Preferred Academic Schedule

32. Which academic schedule would you prefer? (Circle one response)

Trimester with first session ending before Christmas . . . . . 1
Quarters with first session ending before Christmas. . . . . 2
4-1-4 with first session ending before Christmas. . . . . 3
2 semesters plus summer (current schedule) . . . . . 4

| | Responses | | | |
|---|---|---|---|---|
| Faculty Unit | Trimester | Quarters | 4-1-4 | Current |
| Arts | 6% | 0% | 31% | 62% |
| Business | 62% | 8% | 12% | 19% |
| Engineering | 15% | 4% | 30% | 52% |
| Humanities | 24% | 0 | 43% | 33% |
| Natural Sciences | 45% | 7% | 7% | 41% |
| Social Sciences | 42% | 6% | 32% | 19% |
| Performance Interest | | | | |
| Below Average | 44% | 7% | 18% | 31% |
| Above Average | 22% | 4% | 34% | 40% |
| TOTAL | 32% | 5% | 27% | 36% |

TABLE 11

Personnel Practices

10. What is your opinion of the amount of emphasis put on publications and teaching ability in determining rank and salary within your department and school and the University.

| | Responses | | |
|---|---|---|---|
| | Too Much | About Right | Too Little |
| Publications | | | |
| Department | 27% | 64% | 9% |
| School | 39% | 49% | 12% |
| USC | 38% | 45% | 17% |
| Teaching Ability | | | |
| Department | 1% | 53% | 46% |
| School | 6% | 44% | 50% |
| USC | 4% | 39% | 57% |

25. At what level should there be uniformity of practice on each of the following matters: Tenure, Salary Levels, Teaching Loads?

Possible Responses: University, School, Department, None

| | | Teaching Interest | | |
|---|---|---|---|---|
| | Responses | Below Average | Above Average | Total |
| Salary Levels* | | | | |
| | University | 28% | 51% | 40% |
| | School | 43% | 25% | 34% |
| | Department | 19% | 18% | 19% |
| Tenure | | | | |
| | University | 56% | 59% | 57% |
| | School | 31% | 16% | 23% |
| | Department | 10% | 16% | 13% |
| Teaching Loads* | | | | |
| | University | 17% | 28% | 23% |
| | School | 53% | 31% | 42% |
| | Department | 25% | 34% | 30% |

*Difference between Teaching groups is significant

## Personnel Practices

The responses to items concerning personnel practices reveal it to be an area of considerable dissatisfaction to the faculty. No respondent "strongly agrees" that "personnel policies and practices are consistent and fair". One-third of the total sample selected each of the remaining three alternative responses: tend to agree, tend to disagree, and strongly disagree. Amounts of interest in Administration, Performance and Research had no effect on the response distribution. But almost two-thirds of the faculty choosing the strongly disagree response were classified as having an above average interest in Teaching.

One of the items used in the computation of the Interest scores asked for faculty opinion on the amount of emphasis put on publications and teaching ability within their department, their school and the university. As shown in Table 11, the majority of the faculty were in agreement with their department's policies and that over-emphasis on publications and under-emphasis on teaching ability was more likely to occur at the school and university level (Item 10). Nevertheless, the responses to Item 25, also shown in Table 11, indicate that the university is the preferred level of organization at which there should be uniformity of practice on tenure and salary. One might well expect that the faculty with a below average interest in Research, the ones most likely to suffer from a possible "publish or perish" syndrome, would prefer that salary and tenure decisions be made at the department level to allow for maximum individual variation, but this in not the case. It is the Teaching interest dichotomy that is related to response differences in the items reported in this section.

TABLE 12

Personnel Proposals

26. Please indicate your opinion on the following issues which have been proposed or discussed.

Responses

| | |
|---|---|
| 4 Strongly Approve | 2 Disapprove with Reservations |
| 3 Approve with Reservations | 1 Strongly Disapprove |

| Statement and Responses | Teaching Interest: Below Average | Above Average | Total |
|---|---|---|---|
| A minimum salary for each professorial rank* | | | |
| Approve | 78% | 95% | 86% |
| Disapprove | 22% | 5% | 14% |
| A faculty salary scale with established increases within ranks* | | | |
| Approve | 67% | 86% | 77% |
| Disapprove | 33% | 14% | 23% |
| A faculty collective bargaining unit* | | | |
| Approve | 52% | 70% | 61% |
| Disapprove | 48% | 30% | 39% |
| Routine formal student evaluation of teachers | | | |
| Approve | 78% | 80% | 79% |
| Disapprove | 22% | 20% | 21% |
| Faculty profiles for evaluating performance | | | |
| Approve | 76% | 75% | 75% |
| Disapprove | 24% | 25% | 25% |
| Revision of the tenure system | | | |
| Approve | 53% | 66% | 60% |
| Disapprove | 47% | 34% | 40% |
| A University quota on tenured faculty* | | | |
| Approve | 32% | 16% | 24% |
| Disapprove | 68% | 84% | 76% |

*Difference between teaching groups is significant

The faculty with an above average interest in Teaching more frequently than those with a below average Teaching interest prefer salary uniformity at the university level, a minimum salary for each professorial rank, a salary scale with established increases within ranks, and a faculty collective bargaining unit (Table 12). Faculty profiles and student evaluations of teachers are two mechanisms that could more heavily weight teaching in promotions and salary decisions, but these proposals are equally endorsed by both Teaching groups. A revision (unspecified) of the tenure system receives mild endorsement, but a quota system is rejected, most strongly by the high Teaching interest groups.

## Individual Satisfactions and Aggravations

A sense of well-being (or discontent) in a job is derived from a complex interaction of many factors, including accordance with the goals of the employer organization, respect for one's co-workers, institutional support systems for the performance of one's duties, expectation of recognition and the degree to which self-aspirations are achieved. This section of the report will describe those items which tend to be specific to the individual and his or her situation within the university.

## Evaluations and Predictions

The faculty show a commendable pride in their departments. Fifty-six percent rated their departments "one of the best" within their school and forty-one percent believe it to be "one of the best" within the university. Comparisons with the discipline nationally were more modest, but still favorable, with 77% claiming "above average" or better (Table 13). Relative amount of interest in any of the four areas did not affect these ratings.

Item 9 and 31, shown in Table 14, asked for rating of how good a place USC is now for students and faculty and for a prediction of possible change within five years. Looking first at the responses for students, we find the Interest groups in agreement in assigning a moderately favorable rating to USC now and in predicting that any changes within five years will be for the better. The ratings of USC for faculty are slightly lower than for the students. The faculty with an above average interest in Teaching assigned a lower rating (4.1) to USC for themselves than did the faculty with a below average interest in Teaching (4.8).

TABLE 13

Evaluations of Departments

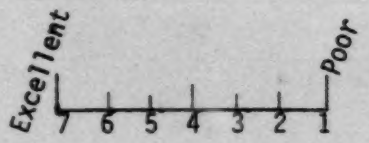
5. How would you evaluate your department (quality of faculty, students, curricula, etc.) relative to other departments in your school, at the University and within the discipline nationally?

| | Base of Comparison | | |
|---|---|---|---|
| | School | University | Discipline |
| One of the best | 56% | 41% | 22% |
| Above Average | 34% | 49% | 55% |
| Below Average | 9% | 9% | 18% |
| Well Below Average | 1% | 1% | 5% |

TABLE 14

Evaluations and Predictions

9. In general, how good of a place do you think USC is for students, faculty, and yourself?




| | Average Ratings |
|---|---|
| Undergraduate students | 4.6 |
| Graduate students | 4.6 |
| Faculty | 4.3 |
| Yourself | 4.5* |

*The average rating of the Hi Teaching interest group (4.1) differs from that of the Lo Teaching interest group (4.8) at the .05 level of significance.

31. Do you think that USC will be a better or worse place for students, faculty, and yourself five years from now?

| | Responses | | |
|---|---|---|---|
| | Better | No Change | Worse |
| Undergraduate students | 47% | 48% | 5% |
| Graduate students | 37% | 54% | 9% |
| Faculty | 23% | 53% | 24% * |
| Yourself | 28% | 52% | 21% |

*31% of the Hi Teaching group predict a change for the worse, 14% predict a change for the better. Those percentages are reversed by the Lo Teaching group.

4. What changes at USC during the next several years do you predict regarding the academic qualities of:

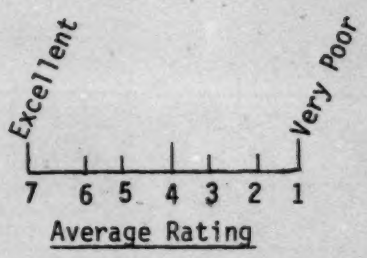
| | Responses | | |
|---|---|---|---|
| | Improve | No Change | Decline |
| undergraduate students . . . . | 33% | 50% | 18%* |
| graduate students. . . . . | 36% | 45% | 19%* |
| applicants for faculty positions. . . . . | 60% | 29% | 12% |

*24% of the Hi Teaching group and 10% of the Lo Teaching group predict a decline in quality of both types of students.

TABLE 15

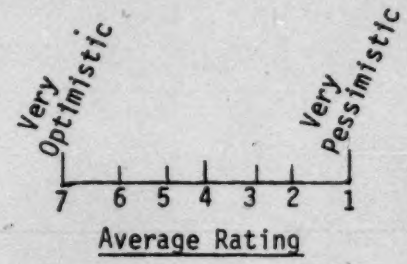
Faculty Prospects

27. In general, how would you rate the prospects within your department for the next several years for:




| | Average Rating |
|---|---|
| new appointments at the level of | |
| Instructor | 3.5 |
| Assistant Professor | 5.0 |
| Associate Professor | 3.0 |
| Professor | 3.2 |
| promotion to | |
| Associate Professor | 3.4 |
| Professor | 3.5 |

28. How do you feel about <u>your</u> prospects during the next several years for:




| | Average Rating |
|---|---|
| adequate salary increases | 2.8 |
| opportunity for a better position at USC | 3.2* |
| securing adequate research funds | 3.6** |
| an attractive offer from another university | 4.8*** |

*Hi R's more optimistic (3.5) than low R's (2.8)
*Hi T's less optimistic (2.9) than low T's (3.5)
**Hi R's more optimistic (4.0) than low R's (3.1)
***Hi R's more optimistic (5.1) than low R's (4.4)
***Hi T's less optimistic (4.5) than low T's (5.1)

The Teaching groups also differed in their predictions for faculty five years from now. Approximately half in both groups expect no change, but 31% of the high Teaching interest group anticipate a change for the worse compared with 31% of the low group predicting a change for the better for faculty as a whole at USC.

Approximately one-third of the respondents predict an improvement during the next several years in the academic qualities of both graduate and undergraduate students. One quarter of the faculty with an above average interest in Teaching predict a decline in student quality that is anticipated by only 10% of the faculty with a below average interest in teaching.

There is considerable expectation of an improvement in the academic qualities of applicants for faculty positions and prospects for appointments as an Assistant Professor were deemed fairly good (Item 27, Table 15). Promotions and new appointments to associate or full professorships were judged more difficult to attain. Ratings of one's personal prospects for adequate salary increases and research funds and for a better position at USC were moderately pessimistic, more so from the faculty with a relatively low interest in Research and/or a relatively high interest in Teaching. This pattern also affected ratings of prospects for an attractive offer from another university, about which most faculty were fairly optimistic.

TABLE 16

Services, Supplies and Facilities

19. Listed below are various things a professor may need for his job. Please indicate how important each is to you and the extent to which your needs are met by USC or through the department or other sub-division. EXCLUDE what you individually provide with external funds.

Responses

| How Important to You? | | Extent to Which Needs are Met | |
|---|---|---|---|
| 4 | Essential | 4 | Very well, generously |
| 3 | Important | 3 | Adequately, usually no problem |
| 2 | Desirable | 2 | Minimally, must make adjustments |
| 1 | Not at all | 1 | Not at all |

| | Percent Giving Response 3 & 4 | |
|---|---|---|
| | How important to you? | Extent to which needs are met* |
| Materials and supplies for your | | |
| classes | 83% | 66% |
| research | 77% | 35% |
| office | 68% | 62% |
| Library materials for your | | |
| research | 86% | 49% |
| students | 88% | 57% |
| Equipment for your | | |
| classes | 64% | 57% |
| research | 60% | 40% |
| office | 56% | 55% |
| Services of | | |
| secretaries of clerks | 87% | 37% |
| technicians or mechanics | 38% | 29% |
| teaching assistants | 63% | 65% |
| research assistants | 55% | 26% |
| Office, studio, or laboratory for | | |
| quiet desk work | 86% | 68% |
| student conference | 74% | 64% |
| student research | 60% | 56% |
| your research | 77% | 56% |

*The responses tallied are based on those given by individuals who gave an important rating of 3 or 4.

## Services, Supplies and Facilities

It was expected that the interest of the faculty would be reflected in the ratings of the importance to the faculty of the various materials, services and facilities provided by the university and also in their evaluations of the extent to which their needs are met. Examination of the responses provides little more than confirmation of the interest scales. The faculty with an above average interest in Research gave higher ratings of importance to the services of research assistants and are less satisfied than their colleagues with the extent to which their needs are met. The faculty with a high Teaching interest are more concerned with teaching assistants. While all faculty agree on the great importance of secretarial services, it is the faculty with a high Administrative interest who need more than they have. Previous reports[1,3] show that the variance in the ratings of importance and of the extent to which needs are met is primarily associated with the school with which the faculty are affiliated and that the latter is an important determinate of a sense of being rewarded and appreciated by the university.

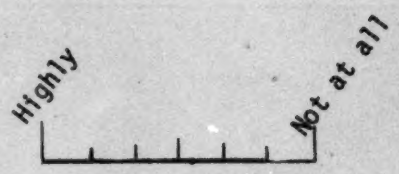
## Perceived Values, Contributions and Rewards

The faculty rated, on a 7-point scale, the extent to which it appears to them that USC values faculty contributions in eight areas and indicated the areas in which they believe that they have made a significant contribution. Additional items ask for a rating of the extent to which they think USC has appreciated and rewarded their work and for extent of agreement with the general statement, "Faculty are rewarded according to their contribution to the University". The item formats are shown in Table 17. Table 18 presents an analysis of the responses.

TABLE 17

Perceived Values, Contributions and Rewards (Items)

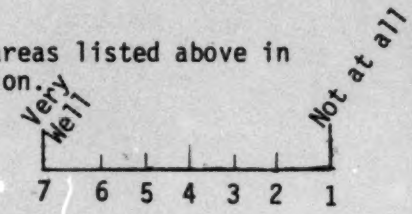
21. To what extent does it seem to you that USC values faculty contributions in each of the following areas?




| | | | | | | | |
|---|---|---|---|---|---|---|---|
| _____ Undergraduate classroom teaching. . . . . | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| _____ Training of graduate/professional students. . . . . | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| _____ Scholarly reputation of faculty . . . . . | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| _____ Improving the undergraduate experience. . . . . | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| _____ Securing research funds . . . . . | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| _____ Service to local industry and business. . . . . | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| _____ Service to local government and public institutions | 7 | 6 | 5 | 4 | 3 | 2 | 1 |
| _____ Participation on department, school and university committees. . . . . | 7 | 6 | 5 | 4 | 3 | 2 | 1 |

22. Please make a check mark (✓) on the line next to the areas listed above in which you believe you have made an important contribution.

23. To what extent do you think USC has appreciated and rewarded your work at the University?




29. Please indicate the extent to which you agree or disagree that the following statement is true at USC.

| Responses | |
|---|---|
| 4 Strongly Agree | 2 Tend to Disagree |
| 3 Tend to Agree | 1 Strongly Disagree |

Faculty are rewarded according to their contribution to the University . . . . . 4 3 2 1

TABLE 18

Perceived Values, Contributions and Rewards (Responses)

| | Research | | Teaching | | Total |
|---|---|---|---|---|---|
| | Lo | Hi | Lo | Hi | |
| **Instructional** | | | | | |
| Undergraduate classroom teaching | | | | | |
| Average perceived value | 3.4 | 3.8 | 4.2 | 3.0* | 3.6 |
| Percent contributing | 56% | 58% | 45% | 69% | 57% |
| Improving the undergraduate experience | | | | | |
| Average perceived value | 3.5 | 3.9 | 4.0 | 3.4* | 3.7 |
| Percent contributing | 39% | 46% | 36% | 49% | 43% |
| Training graduate/professional students | | | | | |
| Average perceived value | 4.6 | 4.6 | 4.6 | 4.5 | 4.6 |
| Percent contributing | 61% | 76% | 73% | 65% | 69% |
| **Scholarship** | | | | | |
| Scholarly reputation of faculty | | | | | |
| Average perceived value | 5.7 | 5.1* | 5.4 | 5.4 | 5.4 |
| Percent contributing | 44% | 80%* | 73% | 54%* | 63% |
| Securing research funds | | | | | |
| Average perceived value | 5.8 | 5.4 | 5.2 | 5.9* | 5.6 |
| Percent contributing | 17% | 35%* | 31% | 22% | 26% |

| | Administration | | Performance | | Total |
|---|---|---|---|---|---|
| | Lo | Hi | Lo | Hi | |
| **Service** | | | | | |
| To local industry and business | | | | | |
| Average perceived value | 4.0 | 4.2 | 4.0 | 4.1 | 4.1 |
| Percent contributing | 11% | 20% | 8% | 21%* | 15% |
| To government and public institutions | | | | | |
| Average perceived value | 3.9 | 3.8 | 3.9 | 3.8 | 3.8 |
| Percent contributing | 14% | 22% | 18% | 16% | 17% |
| On university committees | | | | | |
| Average perceived value | 3.7 | 3.6 | 3.7 | 3.6 | 3.6 |
| Percent contributing | 47% | 56% | 48% | 52% | 51% |

| Interest | Average number of contributions (Item 22) | Average perceived reward (Item 23) | Percent agreeing statement 29 |
|---|---|---|---|
| Research - Lo | 3.0 | 3.8 | 30% |
| Research - Hi | 3.8* | 4.2 | 27% |
| Teaching - Lo | 3.4 | 4.4 | 44% |
| Teaching - Hi | 3.4 | 3.6* | 14%* |
| TOTAL | 3.4 | 4.0 | 29% |

*Difference between Hi and Lo groups is significant at .05 level.

TABLE 19

Incentives to Accept Another Position

20. Listed below are factors that might affect your decision to accept a faculty position at another university. Please indicate the amount of positive or negative incentive value each factor would have on your decision.

| | Average Ratings | | | | | | |
|---|---|---|---|---|---|---|---|
| | | Administration | | Research | | Teaching | |
| | Total | Lo | Hi | Lo | Hi | Lo | Hi |
| Compensation | | | | | | | |
| A 5% salary increase | 4.4 | | | | | | |
| A 10% salary increase | 5.2 | | | | | | |
| A 15% salary increase | 5.8 | | | | | | |
| Promotion in academic rank | 5.4 | | | | | | |
| More comprehensive fringe benefits | 5.2 | | | 5.0 | 5.4* | | |
| Physical environment | | | | | | | |
| Being able to live near campus | 5.2 | | | | | | |
| A university-centered social life | 3.9 | | | | | | |
| Living in a small university rown | 3.5 | | | | | | |
| Leaving sourthern California | 2.5 | | | | | | |
| University characteristics | | | | | | | |
| Lighter teaching load | 4.5 | | | 4.1 | 4.7* | | |
| Better undergraduate students | 5.2 | | | | | | |
| Less involvement with graduate students | 2.1 | 2.3 | 1.9* | | | 1.9 | 2.4* |
| A strong graduate program in your specialty | 5.9 | | | | | 6.1 | 5.7* |
| A large comprehensive department | 4.6 | | | | | | |
| More prestigious university | 5.1 | 4.8 | 5.4* | 4.8 | 5.3* | 5.4 | 4.8* |
| Less emphasis on research productivity | 3.2 | | | 4.2 | 2.4* | 2.5 | 4.0* |
| Opportunity for university research funds | 5.9 | 5.8 | 6.1* | 5.6 | 6.2* | | |
| Participating with peers in a research group | 5.4 | | | | | | |

*Average ratings of interest groups different at the .05 level of significance

It is the relative amount of interest in Teaching and Research that offer some insight to the responses. In general, a relatively high amount of interest in either results in a relatively low perception of the extent to which USC values related activities. For example, 69% of the faculty with an above average interest in Teaching believe that they have made an important contribution to undergraduate classroom teaching, but they believe that activity to be one least valued at USC. That opinion is not shared by those faculty with a below average interest in Teaching. Similarly the faculty with a high interest in Research perceive scholarly contributions to be less valued at USC than do those with a below average interest in Research.

The lower portion of Table 18 shows, for the Hi and Lo groups defined by Research and Teaching interests, the average number of reported contributions (Item 22), their sense of being personally appreciated (Item 23), and their generalization to the faculty as a whole of the connection between rewards and contributions (Item 29). The high Research interest group report the largest number of contributions. The high Teaching interest group report no more or fewer contributions than the low group, but have a lesser sense of being appreciated and give an extremely negative response to the attitudinal item.

## Incentives to Accept Another Position

Professional interests of the faculty do not appear to be related to the incentive value of jobs offering improvements in compensation or changes in physical environment (Table 19). The higher value attached to more comprehensive fringe benefits by the high Research interest group is probably the result of a specific policy of the university regarding research funds.

TABLE 20

Satisfaction with Oneself

6. Using the measure appropriate to your discipline, how would you classify the amount of your scholarly productivity in the past two years relative to: your personal aspirations?

| | Research | | |
|---|---|---|---|
| | Below Average | Above Average | Total* |
| Well above | 7% | 16% | 12% |
| Slightly above | 21% | 33% | 27% |
| Sightly below | 49% | 43% | 46% |
| Well below | 23% | 8% | 15% |

12. Comparing yourself with other academicians of your age and professional background, how successful do you consider yourself in your career?

| | Research | | |
|---|---|---|---|
| | Below Average | Above Average | Total* |
| Very sucessful | 13% | 55% | 35% |
| Fairly successful | 70% | 42% | 56% |
| Fairly unsuccessful | 17% | 2% | 9% |
| Very unsuccessful | 0% | 0% | 0% |

11. If you were to begin your careen again, would you still want to be a college professor?

| | |
|---|---|
| Definitely yes | 53% |
| Probably yes | 36% |
| Probably no | 10% |
| Definitely no | 1% |

*Difference between Hi and Lo groups is significant at .05 level.

Some university characteristics were of varying degrees of attractiveness or non-attractiveness depending on the interests of the faculty. Faculty with an above average interest in Research find a lighter teaching load, a more prestigious university, and opportunities for university research funds considerably more attractive than do the faculty with less interest in Research. Less emphasis on research productivity has a decidedly negative value to the Research oriented person. The above average Teaching interest group are less attracted than their colleagues by a more prestigious university and by a strong graduate program in their specialty and are less negative about a job that would entail less involvement with graduate students. A high degree of interest in Administration is associated with a high valuation of the prestige of the university, opportunities for research funds and involvement with graduate students.

## Satisfaction with Oneself

The best form of recognition and reward is that which one accords oneself. A sense of achieving success and of fulfilling one's personal aspirations are perhaps the best measure of job satisfaction. The two ratings of achievement (Items 6 and 12 in Table 20) indicate that it is a high degree of interest in Research that leads to satisfaction with career progress, however, almost all of the faculty would, if beginning again, still want to be a college professor.

## Conclusions

The most striking finding of this study is the consensus across all four Interest dimensions in the area most vital to the University; e.g., agreement with its academic goals and directions and the loyalty and commitment of the faculty. Those faculty with an above average Teaching interest perceive the status of faculty somewhat differently than do their colleagues. As a group, they see faculty as having relatively little influence in comparison with department chairpersons and deans. They are only moderately satisfied with USC for themselves and many are pessimistic about possible changes. These findings do not appear related to the amount of their interest in Research. Those faculty with a relatively high interest in Research appear to be the most content with their professional accomplishments and activities.

None of the four professional interests studied are mutually exclusive within the individual and they may not remain stable over the years. University policies and practices based on stereotype categorization of faculty are unlikely to succeed.

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1. Cliff, R., USC Faculty: Their Views of the University, (74-7), Office of Institutional Studies, University of Southern California

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2. Cliff, R., Faculty Reward System, (75-1), Office of Institutional Studies, University of Southern California